

Conway Elementary

1101 Snowhill Drive
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	600 Students	
Principal	Maquitta Davis	843-488-0696
Superintendent	Gerrita Postlewait	843-488-6700
Board Chair	Will Garland	843-358-8002

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	65	6	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Good	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes
2005	Good	Below Average	Yes

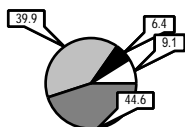
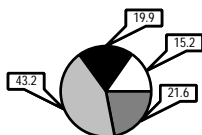
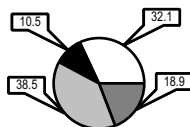
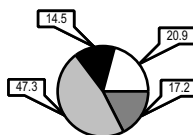
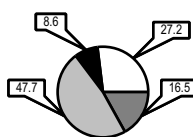
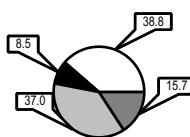
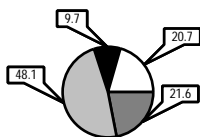
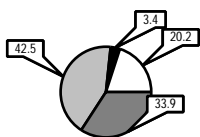
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	311	100.0	9.1	39.9	44.6	6.4	60.5	Yes	Yes
Gender									
Male	162	100.0	8.4	45.5	39.0	7.1	55.8		
Female	149	100.0	9.9	33.8	50.7	5.6	65.5		
Racial/Ethnic Group									
White	157	100.0	4.7	32.0	52.0	11.3	72.7	Yes	Yes
African American	148	100.0	14.2	48.2	36.2	1.4	47.5	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	266	100.0	8.2	36.5	47.8	7.5	64.7		
Disabled	45	100.0	14.6	61.0	24.4	0.0	34.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	311	100.0	9.1	39.9	44.6	6.4	60.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	100.0	9.2	39.7	44.7	6.4	60.7		
Socio-Economic Status									
Subsidized meals	192	100.0	12.9	47.8	38.8	0.6	50.0	Yes	Yes
Full-pay meals	119	100.0	3.4	28.0	53.4	15.3	76.3		

Mathematics – State Performance Objective = 36.7%									
All Students	311	100.0	15.2	43.2	21.6	19.9	56.4	Yes	Yes
Gender									
Male	162	100.0	17.5	40.3	18.8	23.4	55.8		
Female	149	100.0	12.7	46.5	24.6	16.2	57.0		
Racial/Ethnic Group									
White	157	100.0	9.3	32.0	24.0	34.7	74.0	Yes	Yes
African American	148	100.0	21.3	55.3	19.1	4.3	37.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	266	100.0	9.8	44.3	23.1	22.7	62.4		
Disabled	45	100.0	48.8	36.6	12.2	2.4	19.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	311	100.0	15.2	43.2	21.6	19.9	56.4		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	100.0	15.3	43.1	21.7	20.0	56.3		
Socio-Economic Status									
Subsidized meals	192	100.0	21.9	51.1	20.2	6.7	42.1	Yes	Yes
Full-pay meals	119	100.0	5.1	31.4	23.7	39.8	78.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	311	100.0	32.1	38.5	18.9	10.5	29.4
Gender							
Male	162	100.0	28.6	39.6	16.9	14.9	31.8
Female	149	100.0	35.9	37.3	21.1	5.6	26.8
Racial/Ethnic Group							
White	157	100.0	18.7	35.3	27.3	18.7	46.0
African American	148	100.0	45.4	43.3	9.9	1.4	11.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	266	100.0	27.1	39.2	21.6	12.2	33.7
Disabled	45	100.0	63.4	34.1	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	311	100.0	32.1	38.5	18.9	10.5	29.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	100.0	31.9	38.6	19.0	10.5	29.5
Socio-Economic Status							
Subsidized meals	192	100.0	41.0	43.3	10.7	5.1	15.7
Full-pay meals	119	100.0	18.6	31.4	31.4	18.6	50.0

Social Studies							
All Students	311	100.0	20.9	47.3	17.2	14.5	31.8
Gender							
Male	162	100.0	21.4	46.1	13.6	18.8	32.5
Female	149	100.0	20.4	48.6	21.1	9.9	31.0
Racial/Ethnic Group							
White	157	100.0	12.0	38.0	25.3	24.7	50.0
African American	148	100.0	31.2	56.7	8.5	3.5	12.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	266	100.0	16.5	46.7	20.0	16.9	36.9
Disabled	45	100.0	48.8	51.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	311	100.0	20.9	47.3	17.2	14.5	31.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	100.0	21.0	47.1	17.3	14.6	31.9
Socio-Economic Status							
Subsidized meals	192	100.0	28.7	52.8	12.9	5.6	18.5
Full-pay meals	119	100.0	9.3	39.0	23.7	28.0	51.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	108	100.0	6.1	34.3	43.4	16.2	59.6
	4	104	99.0	9.2	48.0	37.8	5.1	42.9
	5	90	100.0	8.4	59.0	31.3	1.2	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	112	100.0	3.7	27.1	58.9	10.3	69.2
	4	95	100.0	9.9	42.9	40.7	6.6	47.3
	5	104	100.0	14.3	51.0	32.7	2.0	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	108	100.0	9.1	56.6	17.2	17.2	34.3
	4	104	99.0	11.2	43.9	25.5	19.4	44.9
	5	90	100.0	8.4	50.6	22.9	18.1	41.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	112	100.0	14.0	51.4	23.4	11.2	34.6
	4	95	100.0	15.4	28.6	22.0	34.1	56.0
	5	104	100.0	16.3	48.0	19.4	16.3	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	112	100.0	29.9	46.7	17.8	5.6	23.4
	4	95	100.0	28.6	31.9	23.1	16.5	39.6
	5	104	100.0	37.8	35.7	16.3	10.2	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	112	100.0	15.9	54.2	19.6	10.3	29.9
	4	95	100.0	18.7	38.5	20.9	22.0	42.9
	5	104	100.0	28.6	48.0	11.2	12.2	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 600)				
First graders who attended full-day kindergarten	91.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Up from 1.5%	3.5%	3.0%
Attendance rate	96.3%	Up from 95.9%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%	Down from 6.7%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%	Down from 6.0%	3.5%	3.2%
Eligible for gifted and talented	26.6%	Up from 21.1%	11.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 9.4%	9.4%	8.2%
Older than usual for grade	0.2%	No change	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	53.3%	Up from 51.2%	53.3%	52.6%
Continuing contract teachers	82.2%	Down from 97.7%	85.7%	83.3%
Highly qualified teachers	84.4%	Down from 91.9%	94.2%	93.5%
Teachers with emergency or provisional certificates	2.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 91.4%	87.7%	87.0%
Teacher attendance rate	94.7%	Up from 93.5%	94.8%	95.0%
Average teacher salary	\$44,891	Up 4.5%	\$41,646	\$41,703
Prof. development days/teacher	7.2 days	Up from 5.0 days	12.9 days	12.8 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.4 to 1	18.4 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 88.7%	89.4%	89.8%
Dollars spent per pupil*	\$7,050	Up 5.2%	\$6,047	\$6,242
Percent of expenditures for teacher salaries*	67.0%	Up from 66.6%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Conway Elementary School is located in the center of town and serves as a community school where students in pre-school through fifth grade receive challenging and meaningful instruction from highly qualified teachers. The 2004-05 year began with some successes and challenges. Child development, kindergarten and first grade reading results met Horry County Schools performance goals of over ninety percent of students reading at or above the assigned text level. The instructional staff determined increasing reading comprehension skills in third-fifth grades as an instructional priority for the year. As a result of this, teachers participated in professional growth and collaborative planning activities with a focus on comprehension strategies. Students in grades 3-5 received reading instruction in achievement groups. Groups were determined by MAP results, teacher observations and other data and were considered flexible in that a student could move into a different group according to academic needs. Title I and local funds continue to support training for staff and instructional materials for teachers and children.

The staff and Conway community share the mission to provide all children opportunities to excel in academics and in personal and social areas. The PTO works collaboratively with the staff to provide parenting workshops and activities. Coastal Carolina University students provide a mentor program for identified fourth and fifth grade students. The CCU mentors met weekly with identified students. Other community and service related activities included Jump Rope for Heart, HTC recycling, CAP food drive, Fostering Hope clothes and toy collection and our tsunami fundraiser. Our students are fortunate to participate in activities sponsored by the Conway Recreation Department, often housed in the Conway Elementary gymnasium. The students enjoyed an enrichment of the arts through many activities: two weeks with a visiting artist, participation in chorus and field day activities.

The vast majority of Conway Elementary parents and staff feel that this is a safe school where their children are challenged academically and appreciated personally. It is the mission of the school to continue to strive for excellence and to assure that all students reach their academic potential.

Maquitta Davis, Principal 2004-05

Stephanie Fleming, School Improvement Council Chairperson, 2004-05

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	94	58
Percent satisfied with learning environment	97.2%	84.0%	91.1%
Percent satisfied with social and physical environment	97.4%	83.9%	89.7%
Percent satisfied with school-home relations	97.4%	88.2%	74.1%

*Only students at the highest elementary school grade level at this school and their parents were included.